



AHSC 5N01 FAHS Grad
Library Resource Session #1
Fall 2024

Ian Gordon



Ian Gordon, Teaching & Learning Librarian




Brock University Library

<https://researchguides.library.brocku.ca/HLSC>


Health Sciences

- WELCOME
- ARTICLES
- BOOKS
- GREY LITERATURE
- DATA
- BORROW FROM OTHER LIBRARIES
- ADDITIONAL COURSE GUIDES

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Health Sciences

What is this guide for?


This guide has been designed as a general program guide and is curated by [Brock librarians](#). It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), patents, standards, and more. Use the tabs on the left to navigate through the web page.

Selective course-related guides are provided when appropriate every term.

[Doing a Literature Review in Health and Social Care: A Practical Guide](#) (2023)

[HLSC 2P00 Library Seminar ppt slides](#) (PDF)


[AHSC 5N01 FAHS Grad Students Library Seminar September 7 slides](#) and [October 7 ppt slides](#) (PDF) (2024)



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Library Resource Session #1 Agenda

- What's new in the library?
- Databases - lots of them
- Books/eBooks
- Articles
- Theses & Dissertations
- Citation management
- Where, how and when to get help!
- Questions?

Library Resource Session #2 Agenda

- Strategies to remain current
- How to be a better researcher
- How to be a better writer
- Brock Library key contacts
- Where, how and when to get help!
- Questions?

Library Resource Session #1 Agenda

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EVENTS & WORKSHOPS



Building Better Research - An Introduction to Plain Language Communication

12:00 PM – 1:00 PM



Intro to Blender Part: 1

1:00 PM – 3:00 PM



Graduate Writing Café

12:00 PM – 2:00 PM

[MORE EVENTS](#) >

<https://experiencebu.brocku.ca/organization/library/events>

<https://experiencebu.brocku.ca/organization/vitae/events>



Intro to 3d Studio Max Part: 1

Tuesday, November 7 at 1:00PM EST

RFP 203

Hosted by 3 organizations



GRADvantage Workshop Series

GRADvantage: Intro to Scholarship and Grant Applications

Tuesday, September 17 at 2:00PM EDT

RFP 216/Online

Hosted by 3 organizations

Grad study room and space (6th floor)

<https://brocku.ca/library/spaces/graduate-students/>



<https://brocku.ca/library/2024/05/15/return-and-retrieval-services-for-irc-materials/>

Return and Retrieval Services for IRC Materials

WEDNESDAY, MAY 15, 2024 | By [Amanda Emery](#)



The Library has established return and retrieval services for materials held in the Faculty of Education's Instructional Resource Centre (IRC) on the St. Catharines Campus. The materials housed in the IRC are not physically browsable at this time but can be requested on demand.

Borrow From Other Libraries

When Brock Library does not own a copy of a book or have access to the journal you need, faculty, staff, and students may request the item from another library. As part of the Omni network, partnerships with Canadian consortia, the International Rapid ILL group, and other networks, we are able to provide you with fast and free interlibrary loan services.

- Digital requests usually arrive in 1-3 days
- Physical items typically arrive in 3-5 days

Step 1: Search Omni

- Sign in to [Omni](#) and search for the item you need in the “Brock Library + Omni Libraries” search scope

<https://brocku.ca/library/>



Search for books, articles, and more!

SEARCH

[Advanced Search](#) [Omni Search Tips](#)

Today's Hours

James A. Gibson Library	8am – 9pm
Archives & Special Collections	9:30am – 4:30pm
Makerspace	–
Map, Data & GIS Library	9am – 4pm
Ask Us Chat	10am – 5pm

[ALL HOURS](#) >

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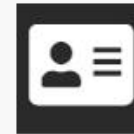
PRINT, COPY & SCAN



**BOOKABLE STUDY
SPACE**



CITATION GUIDES



RESEARCH GUIDES



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THE LIBRARY**

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New Interlibrary forms

New user-enabled resource sharing opportunities

Get it from another library

- i**
- Request for a full book from another library will be delivered physically to your preferred pickup location. Most requests will be filled in 7-10 business days.
 - Requests for a single chapter of a book, an article from a journal, or an excerpt of up to 10% of a work will be sent to your Brock email. Most digitization requests will be delivered within 3 business days. Select "I only need a specific chapter or pages" to complete your request for a book chapter or excerpt.

★ Request type ☒ Book ☐ Article

☐ I only need a specific chapter or pages

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★ Author

Edition

ISBN

Publisher

Publication year

Volume

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Comment

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Books/ebooks/chapters...

Get it from another library

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- Request for a full book from another library will be delivered physically to your preferred pickup location. Most requests will be filled in 7-10 business days.
 - Requests for a single chapter of a book, an article from a journal, or an excerpt of up to 10% of a work will be sent to your Brock email. Most digitization requests will be delivered within 3 business days. Select "I only need a specific chapter or pages" to complete your request for a book chapter or excerpt.

★ Request type ☐ Book ☒ Article

★ Article title

★ Journal title

Author

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Publisher

★ Publication year

Volume

Issue

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Nursing

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ADDITIONAL COURSE GUIDES

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Newly formatted library research guides!

Nursing

What is this guide for?

This guide has been designed as a general program guide and is curated by [Brock librarians](#). It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), protocols, standards, tests, and more. Use the tabs on the left to navigate through the web page.

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Vanja Stojanovic

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As a member of the Teaching & Learning department, my focus is on special projects that advance student information literacies and digital fluencies across all faculties.

Ian Gordon

Teaching & Learning Librarian (Librarian III)

Applied Health Sciences, Mathematics & Science



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Email: igordon@brocku.ca

[Book a Consultation](#)

Library Resource Session #1 Agenda

- What's new in the library?
- **Databases - lots of them**
- Books/eBooks
- Articles - MEDLINE
- Theses & Dissertations
- Citation management
- Where, how and when to get help!
- Questions?

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Open
proprietary

How does risky play contribute to children's confidence and self-assessment

Sources

[PDF] Risky Play

bu - 1

Why Risky Play is Important to Your Child's Development

bridgewaycentre - 2

Why Risky Play is Important for Your Child's Development

excelledschools - 3



View 2 more

Answer

Risky play contributes significantly to children's confidence and self-assessment abilities in several key ways:

Building Self-Confidence

When children engage in risky play, they push themselves out of their comfort zones and overcome challenges. This process helps build self-confidence in the following ways:

- Each time children successfully navigate a risky situation, they gain confidence in their abilities ¹.
- Overcoming fears and hesitations during risky play boosts children's belief in themselves ².
- Mastering new skills through risky activities enhances their sense of competence.

As children accumulate these positive experiences, they develop the confidence to say "I can do this!" and are more likely to try new things in the future ².

Developing Self-Assessment Skills

Risky play provides valuable opportunities for children to assess their own capabilities and limits:

- Through risky play, children learn to evaluate potential risks and make decisions about what they feel comfortable doing ¹.
- They gain awareness of their physical abilities and limitations as they test themselves in various situations.




5 sources

How does risky play contribute to children's confidence and self-assessment

☐


1. [PDF] Risky Play

 bu

Risky Play Why is Risky Play important? Risky play helps children develop resilience, executive functioning skills, self-confidence, and risk-assessment abilities. Each time they engage in risky play they are engaging in their own science experiment: pushing themselves out of their comfort zone without knowing what the exact outcome will be. Risky play allows children to learn their own limits and find out what they feel comfortable with. This awareness helps reduce the risk of injury as...

☐


2. Why Risky Play is Important to Your Child's Development

 bridgewaycentre

"Children are competent, capable of complex thinking, curious, and rich in potential."— Ontario Ministry of Education, How Does Learning Happen? It can be difficult for a lot of us to allow risky play to happen. The instinct of most parents is to eliminate risk in order to protect our children. But risk doesn't have to equal danger. In fact, there are many benefits of risky play! Risky play—that is, play that incorporates safe risks relative to a child's age, size, motor skills, and comfort...

☐


3. Why Risky Play is Important for Your Child's Development

 excelledschools

Risky play is a type of play that involves intentionally seeking out or engaging in activities that involve risk or danger. While it may seem counterintuitive, engaging in risky play can actually be beneficial for children's development, as it allows them to explore and test their limits in a controlled and safe environment. 1. Cognitive Development Risky play helps children develop essential cognitive skills, including problem-solving, decision-making, and risk assessment. By engaging in...


☐

4. Risky Play and Children's Well-Being, Involvement and Physical ...

 link.springer

☐

5. Risky play for children: Why we should let kids go outside and then get out ...

 cbc

When you think back to your favourite childhood play experiences, chances are they took place outdoors, unsupervised and while hanging out with friends. But today's kids spend far less time playing than their parents did. Mariana Brussoni, a professor at the University of British Columbia and BC Children's Hospital — featured in *The Nature of Things* documentary * — has spent years researching the benefits of play that have an element of risk. Risky play for children, she explains, is...

Risky Play and Child Confidence



Q How does "risky play" contribute to children's confidence and self-assessment?

Summary of top 4 papers ▾

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Research suggests that risky play contributes significantly to children's confidence and self-assessment abilities. Engaging in thrilling and challenging forms of play allows children to develop risk-assessment skills, increase physical activity, and promote social competencies and resilience ([Obbe et al., 2020](#)). Even toddlers as young as 17-25 months can assess and manage risks in challenging natural environments, developing their own risk management skills ([Tangen et al., 2022](#)). Risky play provides children with a sense of self-confidence and mastery, fulfilling their innate needs for autonomy, competence, and relatedness (van [Roosjen et al., 2023](#)). Furthermore, the biological drive for risky play appears to have evolved to help young individuals develop the courage, confidence, and physical abilities needed to face life's challenges ([Gray, 2020](#)). However, recent trends of restricting children's freedom to engage in self-directed, risky play have led to negative consequences for their physical and mental health ([Gray, 2020](#)).

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☐ Paper

☐ "It Is Scary, but Then I Just Do It Anyway": Children's Experiences and Concerns about Risk and Challenge during Loose Parts Play

Martin van Rooijen

+4

International Journal of Environmental Research and Public Health

2023 · 0 citations

PDF ↗

DOI ↗

☐ Children's use of environmental features affording risky play in early childhood education and care

Patricia Obee

+2

Early Child Development and Care

2020 · 20 citations

DOI ↗

Research topic

I want to find empirical studies and theoretical papers that examine how risky play contributes to children's confidence and self-assessment.

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Excellent

Good

Ok

Bad



Introduction

The concept of risky play is increasingly recognized as a significant factor in children's development, particularly concerning confidence and self-assessment. Risky play encompasses activities that are thrilling and challenging, potentially involving physical injury, such as climbing, jumping from heights, or engaging with dangerous elements. This paper aims to synthesize the existing body of literature on how risky play contributes to the development of children's confidence and self-assessment through empirical studies and theoretical analyses.

A number of empirical studies highlight the direct contributions of risky play to the development of confidence and self-assessment in children. Van Rooijen et al. [1] explored children's experiences with loose parts play, applying self-determination theory to reveal how such activities fulfill children's needs for autonomy and competence. Similarly, Lavrysen et al. [5] conducted an educational intervention to evaluate changes in children's risk competence and perception, demonstrating improvements in confidence through structured risky play activities.

Little and Wyver [2] provided insight into individual differences in risk perception among young children, utilizing both interviews and observational methods. Their work showed how risk appraisal can inform children's play decisions, enhancing their self-assessment capabilities. In another study, Karabon and Steiner [9] examined how children's risk-taking is influenced by ecological factors, such as the play environment and social dynamics, highlighting the contextual elements of confidence development during outdoor play.

The theoretical landscape is enriched by discussions on the evolutionary role of risky play. Sandseter and Kennair [8] articulated the anti-phobic effects of risky play, suggesting it serves developmental functions by helping children manage fears and improve coping skills. This perspective adds depth to the understanding of how risky play contributes beyond immediate behavioral benefits, positing a foundational role in reducing anxiety and building resilience.

Educator and parental perspectives further inform the discourse around risky play. Studies like Spencer et al. [6] explored educators' views on implementing risky play strategies and noted how these perceptions shape the opportunities available to children. Orestes [7] similarly addressed how adult attitudes can affect children's engagement in risky play, underlining the role of adult mediation in promoting confidence and self-assessment.

A systematic review by Brussoni et al. [3] examined the overall positive associations between risky play and children's development. Despite the benefits, the review called for further research to clarify the mechanisms and cultural influences.


Overall, the collected studies and theoretical perspectives suggest that risky play, when supported by appropriate cultural influences, optimal balance


Topic Match	Cit./Year	Year	Paper	Paper Relevance Summary
100.0%	2.5	2023	[1] "It Is Scary, but Then I Just Do It Anyway": Children's Experiences and Concerns about Risk and Challenge during Loose Parts Play Martin van Rooijen, ..., and Mieke Cotterink International Journal of Environmental Research and Public Health 2023 - 2 citations - Show abstract - Cite - PDF	Shows risky play enhances children's confidence and self-assessment. Connects risky play experiences to self-determination theory, highlighting autonomy, competence, and relatedness as developmental outcomes. Examines children's perspectives on risky play, focusing on experiences with loose parts and practitioner roles.
99.9%	4.2	2010	[2] Individual differences in children's risk perception and appraisals in outdoor play environments H. Little and S. Wyver International Journal of Early Years Education 2010 - 58 citations - Show abstract - Cite	Examines children's risk perception and appraisal in outdoor play. Studies four- and five-year-olds' decision-making and awareness of risk during play. Highlights implications for fostering confidence and risk assessment in play environments.

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Article

Usefulness of a Nurse-Led Program of Care for Management of Patients with Chronic Heart Failure

2020 Medical science monitor

Jinyan You et al.

13 Citations

Article

Effectiveness of nurse-led program on mental health status and quality of life in patients with chronic heart failure

2020 Medicine

Yuzhu Mo et al.

8 Citations

Article

Effects of a supportive educational nursing care programme on fatigue and quality of life in patients with heart failure: a randomised controlled trial

2015 European journal of cardiovascular nursing

Tzu-Chieh Wang et al.

37 Citations

<https://keenious.com/>



SCIENCE & TECHNOLOGY LIBRARIES
2018, VOL. 37, NO. 2, 130-151
<https://doi.org/10.1080/0194262X.2018.1445063>

Routledge
Taylor & Francis Group

OPEN ACCESS

Information Seeking Behaviors, Attitudes, and Choices of Academic Chemists

Ian D. Gordon^a, Patricia Meindl^b, Michael White^c, and Kathy Szigeti^d

^aJames A. Gibson Library, Brock University, St. Catharines, Ontario, Canada; ^bA.D. Allen Chemistry Library, University of Toronto, Toronto, Ontario, Canada; ^cEngineering & Science Library, Queen's University, Kingston, Ontario, Canada; ^dDavis Centre Library, University of Waterloo, Waterloo, Ontario, Canada

ABSTRACT

Chemists in academic institutions utilize a variety of resources and strategies to remain current and to track scholarly information, patents, and news. To explore how chemists in academic institutions remain current, librarians at four Canadian university institutions surveyed 231 and interviewed 14 chemistry faculty, staff, and graduate students on their information seeking behaviors and attitudes. According to survey results, a minority of chemists (13.9 percent) acknowledged that they were successfully keeping up to date, while 50.6 percent indicated that they were somewhat successful. However, a significant number of chemists (35.5 percent) and could do better. Investigators analyzing emergent themes related to information – and no seeking strategy work messy. Chemists find value and credibility of better in keeping up to date with new and emerging technologies. Chemists continue to be open to new tools and resources yet readily acknowledge that they are too often not sure which information seeking behaviors, resources, or strategies work best. This study helps to shed light on opportunities to identify and meet chemists' evolving information needs.

KEYWORDS

Academic (university) libraries; chemists; faculty; graduate students; information needs; information seeking behaviors; information sources

Introduction

Recent advances in technology have enabled chemists to efficiently acquire and evaluate chemistry information in a timely and sustainable manner. Even so, many chemists continue to struggle to find the right balance of strategies and resources to stay on top of the literature. These concerns raise questions about chemists' information seeking behaviors, attitudes, and choices while attempting to remain current in their areas of expertise. This paper explores academic chemists' practices and feelings when seeking, evaluating, and managing

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Gordon, I. D., Meindl, P., White, M. & Szigeti, K. (2018). Information seeking behaviors, attitudes, and choices of academic chemists. *Science & Technology Libraries*, 37(2), 130-151. <https://doi.org/10.1080/0194262x.2018.1445063>



Science & Technology Libraries



ISSN: 0194-262X (Print) 1541-1109 (Online) Journal homepage: www.tandfonline.com/journals/vast20

Information Seeking Behaviors, Attitudes, and Choices of Academic Chemists

Ian D. Gordon, Patricia Meindl, Michael White & Kathy Szigeti

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Comparative analysis of academic scientists, social scientists and humanists' scholarly information seeking habits

2021 The Journal of academic librarianship

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Peer review experiences of academic chemists in Ph.D. granting institutions in the United States

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Understanding Information Seeking Behavior of Users in Academic Context (A Critical Review of Literature)

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Salik Parveaz et al.

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Research Content as an Expression of the Scholarly Information Seeking Habits and Behavior of University Faculty


2023 Journal of library administration

Andrea Miller et al.

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W. Ward

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Supplementation with flaxseed alters estrogen metabolism in postmenopausal women to a greater extent than does supplementation with an equal amount of soy.

Jennifer D. Brooks

W. Ward

+4 authors

L. Thompson

Medicine · [American Journal of Clinical Nutrition](#) ·


1 February 2004

BACKGROUND Phytoestrogens, which are abundant in flaxseed and soy, have chemical structures resembling those of endogenous estrogens and have been shown to exert hormonal effects, thereby affecting... [Expand](#)


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Scopus

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Subjects



Types



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414 Databases

All

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Forget fat jabs, we need to make hard decisions about our **obese children**

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The Daily Telegraph (London)

July 2, 2024 Tuesday

Edition 1, National Edition

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The Daily Telegraph

Section: FEATURES;NEWS; Pg. 7

Length: 713 words

Byline: Celia Walden

Body

Finally, the answer to childhood obesity: Ozempic. Why didn't I think of that? Let's put all our obese kids - that's 22.7 per cent of them in England by the time they start secondary school - on the magical "skinny pen". Problem solved.

Professor Louise Baur, president of the World Obesity Federation, said last week at the International Congress on Obesity in São Paulo that there was "growing evidence" to suggest that Ozempic, the diabetes medication that is used as a weight-loss drug, could be effective in treating severely obese teenagers.

Given the medication acts "in exactly the same way" in younger patients as it does in adults, she explained, "with a similar safety profile", it "may be justified" to use it with children as young as 12 - or, in extreme cases, even younger.

I have the utmost respect for doctors and scientists, but they are prone both to over-excitement about new "miracle drugs" and short-termism - and there's plenty about these drugs to get excited and short-termist about. We're talking about medication so effective and fast-acting that patients typically lose 10-20 per cent of their body weight - sometimes within weeks. One friend of mine lost 18lb in nine weeks on Wegovy. And last month a study found that the jabs also cut the risk of heart attack by a fifth. That's what I call results!

Now, for what I call terrifying: the idea that any civilised society would consider abdicating responsibility to the extent that they would inject kids with appetite suppressants. Weight-loss drugs fail to address the root causes of obesity: they take discipline out of the equation, despite it being critical for every child's development and a skill that will be needed in every area of later life.

There is growing evidence that Ozempic, could be effective in treating severely obese teenagers... (Walden, 2024).

Walden, C. (2024, July 2). Forget fat jabs... *Daily Telegraph*, 7.

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- What's new in the library?
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- Where, how and when to get help!
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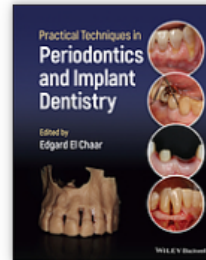
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Language



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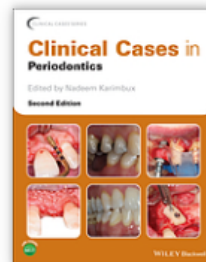
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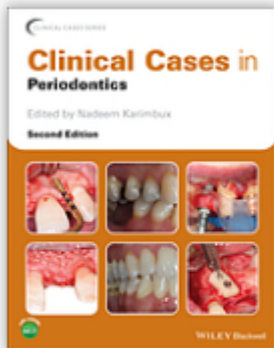
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
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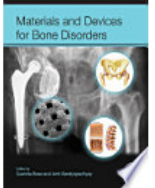
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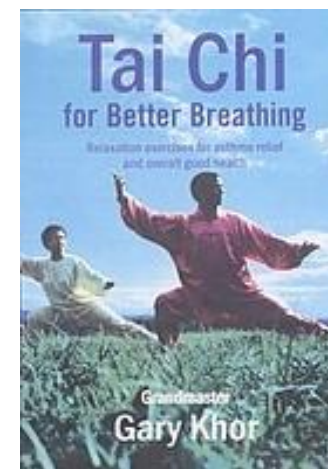
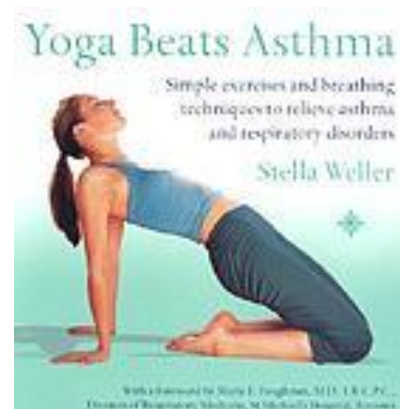
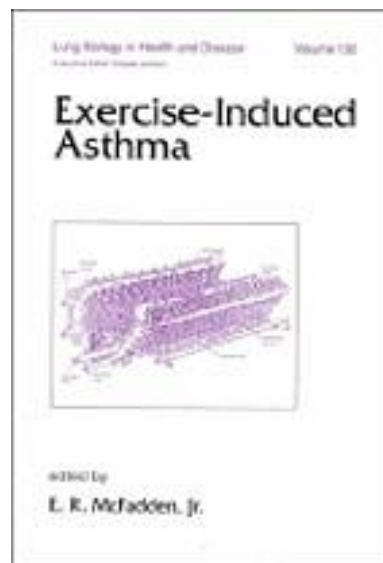
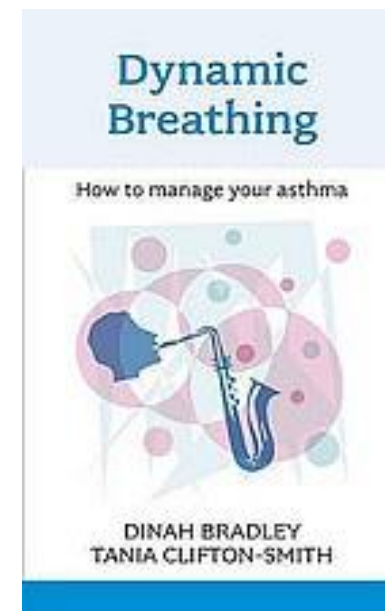
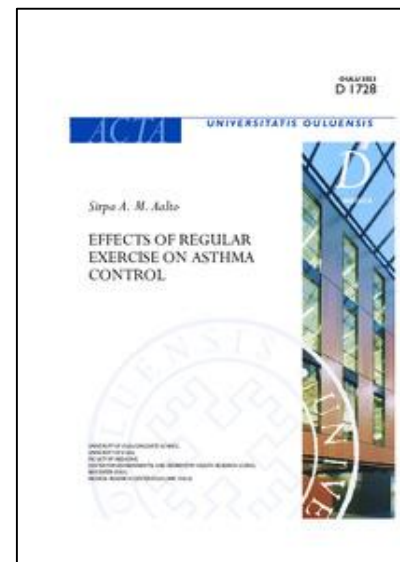
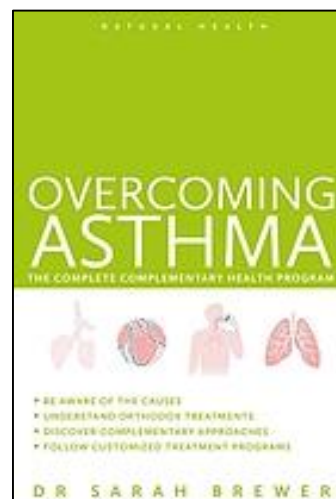
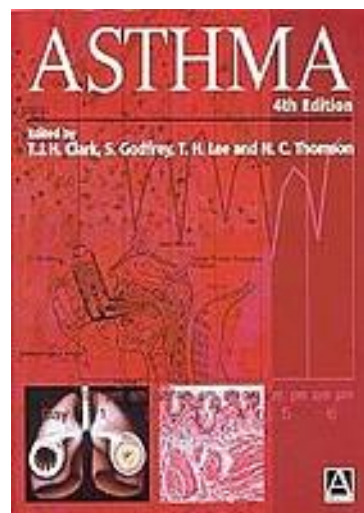
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The Routledge Handbook of Clinical Sport Psychology

Edited by Donald R. Marks, Andrew T. Wolanin, and Kendahl M. Shortway

18

MINDFULNESS- AND ACCEPTANCE-BASED APPROACHES TO THE TREATMENT OF ATHLETES AND COACHES

Kat Longshore and Michelle M. McAlarnen

Sport psychology has been defined in numerous ways, but in all definitions, two common themes emerge: enhancing sport performance and enhancing the well-being of performers (the dimension emphasized in clinical sport psychology). The term "performer" has evolved over the years to include many types of performances, though typically, a physical element is present. These performance types range from exercise, sport, and physical activity to the performing arts, military, and CEOs, and in various forms from individuals' performing to coaches and teams. Traditional understandings and interventions in sport psychology aim to help performers *control* psychological processes thought to affect performance or satisfaction (Gardner & Moore, 2004; Vealey, 2007). For example, self-talk interventions typically focus on controlling one's thoughts either to be more positive or to give cues or instructions (Vealey, 2007). Similarly, arousal control interventions often involve controlling one's breathing to control one's emotions or physiological responses (Vealey, 2007). Although there is some evidence for the efficacy of these strategies, there is also an increasing acknowledgment of the limits to one's ability to "control" thoughts and emotions, and that attempting to do so may be detrimental and lead to things like ironic processing or increased mental fatigue (Birrer et al., 2012; Gardner & Moore, 2012). A more recent approach to addressing performance and well-being is rooted in mindfulness- and acceptance-based traditions. Simply, these practices diverge from previous approaches in their recognition that *control* is essentially an illusion (Sappington & Longshore, 2015). Instead of trying to change performers' thoughts and emotions, it may be more useful to change how performers relate to their psychological and physiological experiences.

Sappington and Longshore (2015) provided one of the first systematic reviews of mindfulness-based interventions for athletic performance in the sport psychology literature. After assessing the empirical support available, they concluded that there was "preliminary evidence for the efficacy of mindfulness-based interventions for the enhancement of sport performance" (p. 257) and also cautioned about the methodological rigor of the research to that point. Since publication, the evidence has continued to mount from additional research and reviews (see, for example, Bühlmayer et al., 2017; Noetel et al., 2019). Additionally,

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Defining "Mindfulness" and "Acceptance" as Concepts

Mindfulness practice and orientation have their roots in Eastern philosophies, in particular, the Buddhist tradition. The Buddha described mindfulness as a state or quality of mind, a way of experiencing or seeing the world. Through this quality of mind, we are able to see the truth, entails are the three tenets of his teachings. These tenets are: (a) impermanence (i.e., everything changes), (b) suffering (i.e., we create it and is increased by our desire to avoid it), and (c) no self (i.e., we are not our thoughts and emotions; see Chödrön (2008) or Gunaratana (2011) for a more in-depth exploration). It is worth noting that meditative practices and concepts similar to mindfulness, such as the sacredness of the present moment, can be found in most religious traditions and philosophies (Anderson & Waterson, 2017). More recent secular Western formulations of mindfulness incorporate these traditional aspects of mindfulness (Kabat-Zinn, 2003). Consequently, mindfulness has been defined in many ways, but the essential pieces that seem to run through all Western definitions are (a) present-moment awareness, (b) paying attention on purpose, (c) acceptance of experience as it is, (d) non-judgment and curiosity, and (e) kindness and compassion for self and others (Birrer et al., 2012; Kabat-Zinn, 2003; Longshore et al., 2019; Zizzi, 2017).

Acceptance, as a therapeutic concept, has philosophical underpinnings in functional contextualism and relational frame theory (Hayes et al., 1999). Functional contextualism relies on the assumption that human behavior, including experiences, is elicited in particular contexts, meaning that one must take into account the function – and relative workability – of a behavior in a given context to influence behavior change (Harris, 2009). No behavior, thought, or emotion is inherently dysfunctional. It is the act in context that matters. Relational frame theory posits that language frames our experience and, in turn, how we relate to our experiences (Harris, 2009). The images, memories, and emotions we have when we use particular words to create our reality. Guided by these theories, it is understood that much of human suffering is self-created and perpetuated by inflexibility and avoidance of experience. Acceptance is a strategy that encourages less time and energy on avoidance and more on acceptance of experience just as it is. Acceptance and commitment therapy (ACT; Hayes et al., 1999) is the most widely recognized acceptance-based therapeutic approach and includes experiential acceptance and values-driven behavior as foundational elements. Also central to ACT is the concept of psychological flexibility and the hexaflex, which includes six core themes: (a) contact with the present moment, (b) values, (c) committed action, (d) self as context, (e) defusion, and (f) acceptance.

Mindfulness is best defined as... "present-moment awareness..." (Longshore & McAlarnen, 224)

References

Longshore, K., & McAlarnen, M. M. (2022). Mindfulness- and acceptance-based approaches to the treatment of athletes. In D. R. Marks, A. T. Wolanin, & K. M. Shortway (Eds.), *Routledge handbook of clinical sport psychology* (pp. 223-242). Routledge, Taylor & Francis Group.

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Attention-deficit/hyperactivity disorder (ADHD) and being overweight/obesity: New data and meta-analysis

Joel T. Nigg^{a,*}, Jeanette M. Johnstone^a, Erica D. Musser^b, Hilary Galloway Long^a,
Michael T. Willoughby^c, Jackilen Shannon^a

^a Oregon Health & Science University, Portland, OR, United States

^b Florida International University, Miami, FL, United States

^c RTI International, Research Triangle Park, NC, United States

HIGHLIGHTS

- ADHD and obesity may be associated but effect moderators are unclear.
- A meta-analysis of 43 studies was conducted.
- A reliable overall ADHD-to-obesity association was found with a small effect size.
- The effect was larger in adults over 18 years old than in children.
- This association may be of minimal clinical impact in children but more in adults.

ARTICLE INFO

Article history:

Received 29 May 2015

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Keywords:

ADHD
Obesity
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Body mass index
Attention
Impulsivity

ABSTRACT

Background: Literature has suggested that ADHD may be associated with increased risk of obesity. If so, this would have important clinical implications.

Objective: To clarify the size of the association between ADHD and obesity and to evaluate key moderators of the association including medication, gender, age, and psychiatric comorbidity.

Method: Two preliminary studies are presented to supply critical additional data for the meta-analysis: a two-year longitudinal study of an ADHD case-control sample of 313 children aged 7–11, and a national survey study of 45,309 families in the United States using the 2012 National Survey of Children's Health. Formal meta-analysis was then conducted. The identification procedure yielded 43 studies, reporting 225 comparisons or effect sizes, studying 703,937 participants. An overall effect size was estimated with a random effects model (after pooling within study using a modified fixed effects model). Effect size was then examined in relation to medication, gender, age, and psychiatric comorbidity.

Results: The new study of children revealed no reliable association of ADHD and body mass index at any age or time point. In the national survey, ADHD was associated with obesity only in adolescent girls but not in children or boys; this effect was statistically accounted for by covarying of depression and conduct disorder. In the meta-analysis, the composite effect size was $OR = 1.22$ (95% $CI = 1.11–1.34$); 22 studies provided effects with medication controlled, yielding a composite effect size of $OR = 1.30$ (95% $CI = 1.12–1.50$). Pooled across age the association without covariates was reliable in females ($OR = 1.19$ [1.01–1.41]) but not males ($OR = 1.10$ [0.95–1.23]) although males and females did not statistically differ. Pooled across gender, the association was significantly larger in adults (>18 years) ($OR = 1.37$ [1.19–1.58]) than in youth ($OR = 1.13$ [1.00–1.27]), $p = .04$. **Conclusions:** ADHD has a small overall association with obesity, but this effect is moderate in adults. The effect is likely to be of no clinical significance in children, possible clinical significance in adolescent girls with comorbid disorders, and of clinical relevance by adulthood.

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Abbreviations: ADHD, attention-deficit/hyperactivity disorder; BMI, body mass index.

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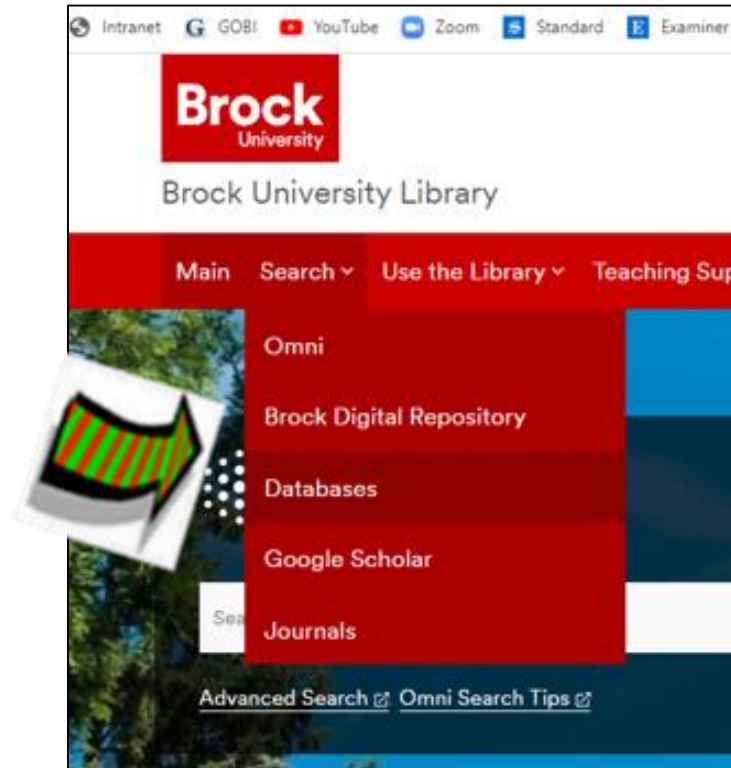


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Vanessa Elaine Muirhead,¹ Zahidul Quayyum,² Donal Markey,^{3,4} Sally Weston-Price,¹ Annette Kimber,³ Wayne Rouse,³ Cynthia M Pine¹

To cite: Muirhead VE, Quayyum Z, Markey D, et al. Children's toothache is becoming everybody's business: where do parents go when their children have oral pain in London, England? A cross-sectional analysis. *BMJ Open* 2018;8:e020771. doi:10.1136/bmjopen-2017-020771

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³Dental, Systemic and Pharmacy Commissioning, NHS England London Region, London, UK
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Correspondence to: Dr Vanessa Elaine Muirhead; v.muirhead@qmul.ac.uk

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ABSTRACT
Objectives To assess the number of parents who visited community pharmacies in London seeking pain medications for their children's pain and specifically for oral pain, to identify which health service professionals contacted before their pharmacy visit and to estimate the cost to the National Health Service (NHS) when children with oral pain who visit pharmacies also see health professionals outside dentistry.
Design A cross-sectional study.
Setting 1862 pharmacies in London in November 2016–January 2017.
Participants Parents, carers and adolescents purchasing over-the-counter pain medications or collecting pain prescriptions for children (0–18 years).
Brief intervention A survey administered by pharmacy staff to participants and a guidance pack.
Main outcome measures The number of parents who visited pharmacies seeking pain medications for their children's pain and oral pain and the number of parents who contacted health professionals outside dentistry before their pharmacy visit. Estimated costs of visits by children with oral pain to health professionals outside dentistry.

Results One in two (50%) pharmacies participated collecting information from 6915 parents seeking pain medications for their children. The majority (65%) of parents sought pain medications to relieve their children's oral pain. Only 20% of children with oral pain had seen a dentist before the pharmacy visit, while 28% of children had seen between one and four different health professionals. The cost to the NHS of children contacting health professionals outside dentistry was £36 573, extrapolated to an annual cost of £273 288. Replicating these findings across all pharmacies in England could mean that the NHS spends an estimated £2.3 million annually when children with oral pain inappropriately use multiple health services.
Conclusion Most parents who visited pharmacies for children's pain medications in London sought pain medications for children's oral pain. Children's inappropriate contact with multiple health services when they have oral pain adds significant costs to the NHS. One of these developments has been the increasing

Strengths and limitations of this study

- Our study is the first to show that most parents in London who sought pain medications from community pharmacies did so to relieve their children's oral pain.
- The study strengths are that it captured information from more than half of all of the pharmacies in London and from nearly 7000 parents and that it is the first study to provide estimates of the cost to the National Health Service when parents of children with oral pain inappropriately contact multiple health professionals outside dentistry.
- The study limitations include the extrapolation of cost estimations that assumed minimal seasonal variations in the number of parents who visited pharmacies across the year and similar patterns for parents visiting the community pharmacies who did not participate in the study.

INTRODUCTION

Nearly 2 million patients visit one of the 11 688 community pharmacies in England every day, exceeding the 1 million patients seen by general practitioners (GPs) daily.^{1–4} Under the current National Health Service (NHS) community pharmacy contractual framework, pharmacies dispense medicines and give patients self-care advice about managing minor ailments and long-term illnesses.⁵ The number of patients using community pharmacies, the demands on GPs and inappropriate patient attendances in accident and emergency (A&E) departments are major drivers for increasing the role of pharmacies.^{4,5} The independent review of Community Pharmacy for children's pain medications in London sought pain medications for children's oral pain. Children's inappropriate contact with multiple health services when they have oral pain adds significant costs to the NHS. One of these developments has been the increasing

Muirhead VE, et al. *BMJ Open* 2018;8:e020771. doi:10.1136/bmjopen-2017-020771

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Serum MMP-3 and its association with central arterial stiffness among young adults is moderated by smoking and BMI

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Serum MMP-3 and its association with central arterial stiffness among young adults is moderated by smoking and BMI

Nathaniel J. Iannarelli¹ | Adam J. MacNeil² | Kylie S. Dempster^{1,3} | Terrance J. Wade^{1,4} | Deborah D. O'Leary^{1,2,4}

¹Department of Health Sciences, University of South Florida, Tampa, FL, USA

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⁶Department of Health Sciences, University of South Florida, Tampa, FL, USA

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⁹Department of Health Sciences, University of South Florida, Tampa, FL, USA

Abstract
Central arterial stiffness is an independent predictor of cardiovascular disease. It is characterized by a marked reduction in the elastin-collagen ratio of the arterial wall, and is largely the result of degradation of various ECM components. Matrix metalloproteinase-3 (MMP-3) may contribute to central arterial stiffness via its involvement in ECM homeostasis and remodeling. This study examined the association between serum MMP-3 concentrations and central arterial stiffness and potential interactions of MMP-3 and traditional cardiovascular risk factors in a population of healthy young adults. A total of 206 participants (n = 109 females) aged 19–25 years were included in the current study. Central arterial stiffness was measured non-invasively as carotid-femoral pulse wave velocity (cfPWV) (m/s). MMP-3 concentrations (ng/ml) were measured using ELISA techniques. Regression analyses were used to examine the association between cfPWV and MMP-3, adjusting for age, sex, smoking status, body mass index (BMI), instantaneous mean arterial pressure (MAP) and heart rate, and serum C-reactive protein. Interactions between MMP-3 with smoking, BMI, sex, and MAP were analyzed in subsequent regression models. MMP-3 was an independent predictor of cfPWV ($\beta = 0.187$, $p = 0.007$), and significant interactions between MMP-3 and regular smoking ($\beta = 0.291$, $p = 0.022$), and MMP-3 and BMI ($\beta = 0.210$, $p = 0.013$) were observed. Higher serum MMP-3 concentrations were associated with a faster cfPWV and thus, greater central arterial stiffness. Interactions between MMP-3 and smoking, and MMP-3 and BMI may, in part, drive the association between MMP-3 and central arterial stiffness.

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Central arterial stiffness is an independent predictor of cardiovascular disease. It is characterized by a marked reduction in the elastin-collagen ratio of the arterial wall extracellular matrix (ECM), and is largely the result of degradation of various ECM components. Matrix metalloproteinase-3 (MMP-3) may contribute to central arterial stiffness via its involvement in ECM homeostasis and remodeling. This study examined the association between serum MMP-3 concentrations and central arterial stiffness and potential interactions of MMP-3 and traditional cardiovascular risk factors in a population of healthy young adults. A total of 206 participants (n = 109 females) aged 19–25 years were included in the current study. Central arterial stiffness was measured non-invasively as carotid-femoral pulse wave velocity (cfPWV) (m/s). MMP-3 concentrations (ng/ml) were measured using ELISA techniques. Regression analyses were used to examine the association between cfPWV and MMP-3, adjusting for age, sex, smoking status, body mass index (BMI), instantaneous mean arterial pressure (MAP) and heart rate, and serum C-reactive protein. Interactions between MMP-3 with smoking, BMI, sex, and MAP were analyzed in subsequent regression models. MMP-3 was an independent predictor of cfPWV ($\beta = 0.187$, $p = 0.007$), and significant interactions between MMP-3 and regular smoking ($\beta = 0.291$, $p = 0.022$), and MMP-3 and BMI ($\beta = 0.210$, $p = 0.013$) were observed. Higher serum MMP-3 concentrations were associated with a faster cfPWV and thus, greater central arterial stiffness. Interactions between MMP-3 and smoking, and MMP-3 and BMI may, in part, drive the association between MMP-3 and central arterial stiffness.

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By

WENDY ELIZABETH WARD, B.A.Sc., M.Sc.

A Thesis

Submitted to the School of Graduate Studies

in Partial Fulfilment of the Requirements

for the Degree

Doctor of Philosophy

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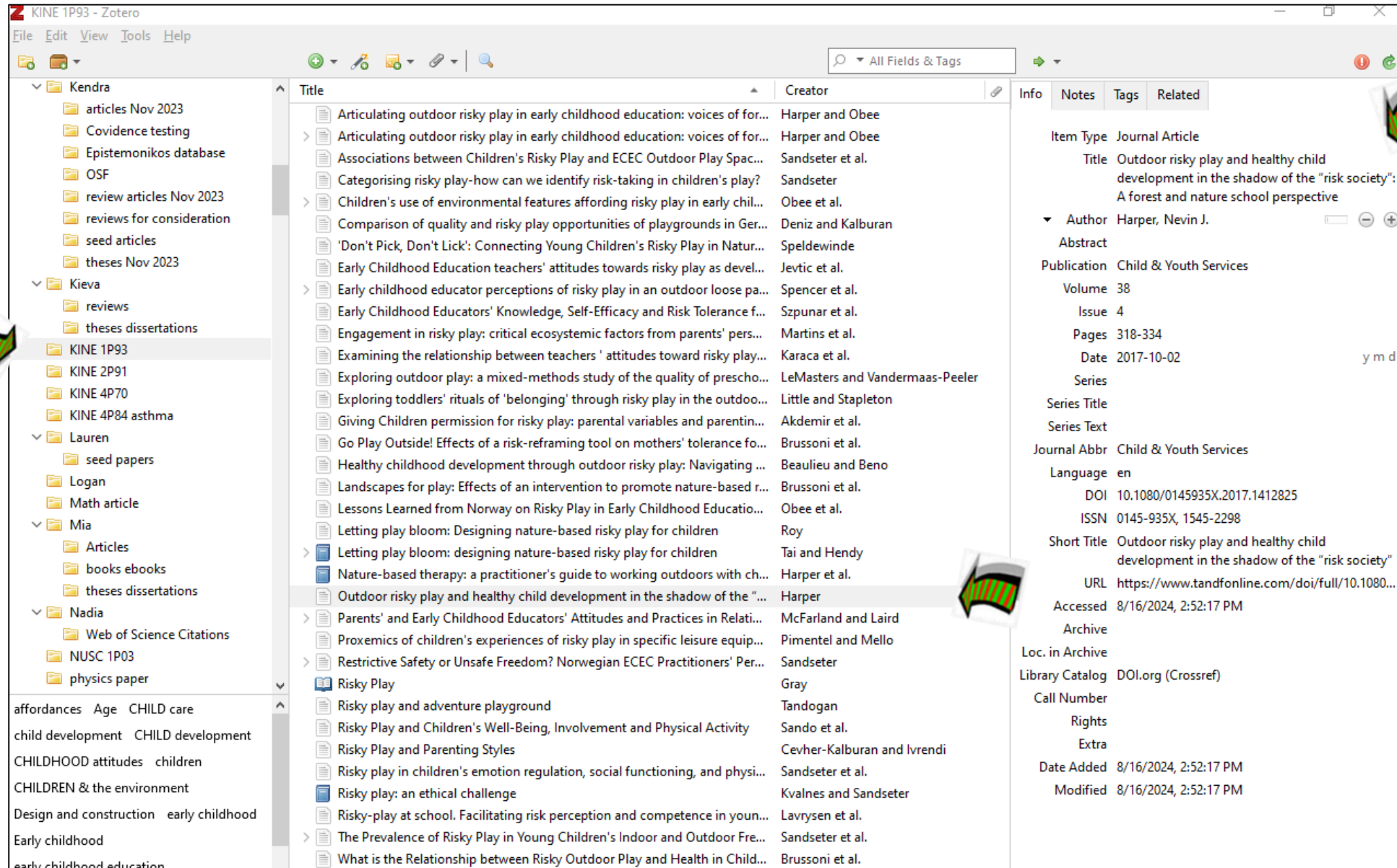
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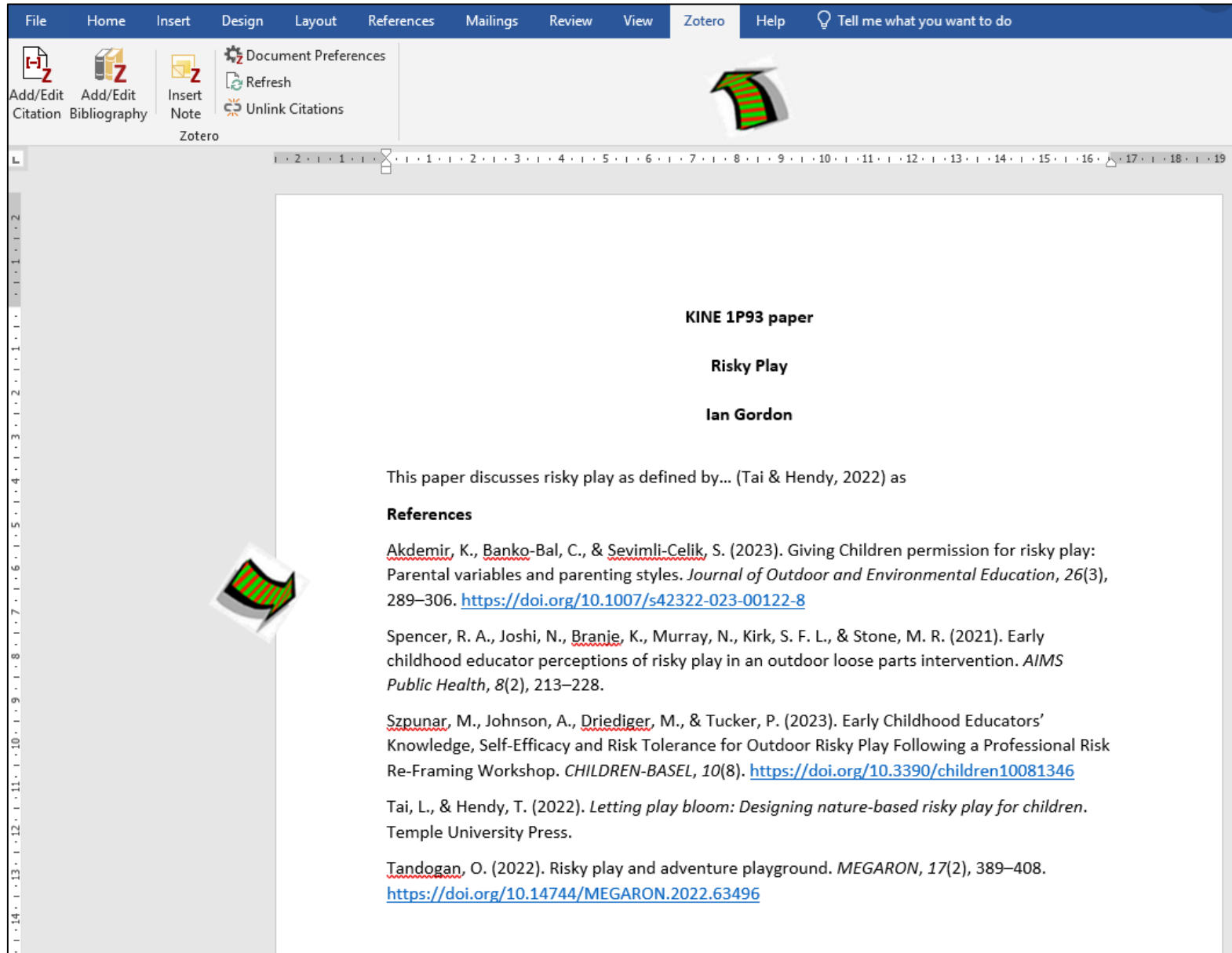
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References

Akdemir, K., Banko-Bal, C., & Sevimli-Celik, S. (2023). Giving Children permission for risky play: Parental variables and parenting styles. *Journal of Outdoor and Environmental Education*, 26(3), 289–306. <https://doi.org/10.1007/s42322-023-00122-8>

Spencer, R. A., Joshi, N., Branje, K., Murray, N., Kirk, S. F. L., & Stone, M. R. (2021). Early childhood educator perceptions of risky play in an outdoor loose parts intervention. *AIMS Public Health*, 8(2), 213–228.

Szpunar, M., Johnson, A., Driediger, M., & Tucker, P. (2023). Early Childhood Educators' Knowledge, Self-Efficacy and Risk Tolerance for Outdoor Risky Play Following a Professional Risk Re-Framing Workshop. *CHILDREN-BASEL*, 10(8). <https://doi.org/10.3390/children10081346>

Tai, L., & Hendy, T. (2022). *Letting play bloom: Designing nature-based risky play for children*. Temple University Press.

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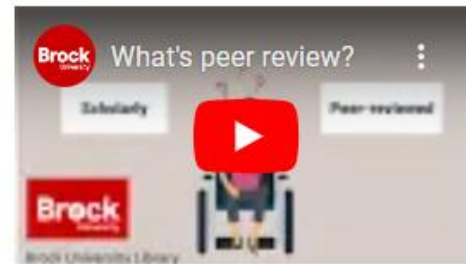
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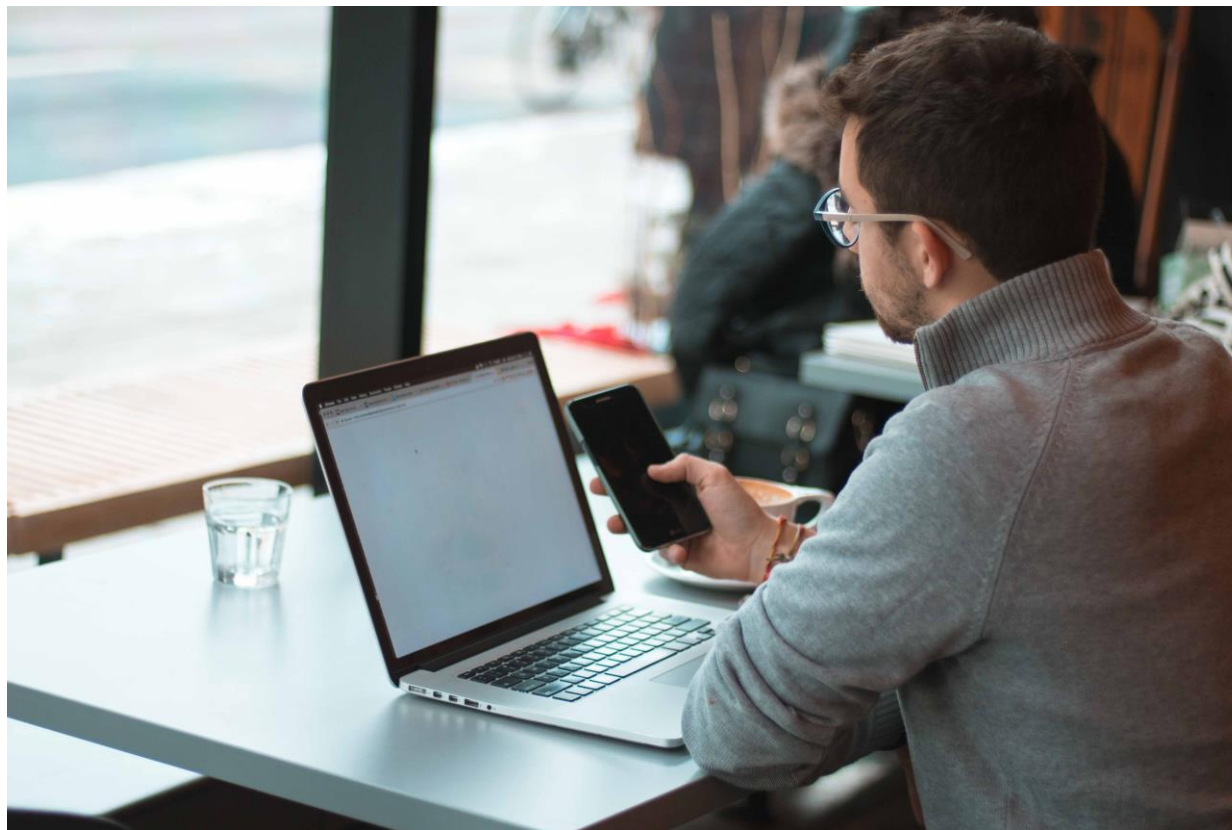
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